

**A STUDY ON THE IMPLEMENTATION OF A JAPANESE
LANGUAGE TEACHING PROGRAM AT THE MONGOLIAN NATIONAL
UNIVERSITY OF EDUCATION**



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ABSTRACT

*At the Mongolian National University of Education (MNUE), as of today, approximately 11,000 students are enrolled at the undergraduate level, and more than 4,000 students are pursuing master's and doctoral degrees. In 1998, a Japanese language interpreter training program was first established at the university. Subsequently, starting from 2007, continuous training programs have been implemented to prepare “Japanese language teachers” for **primary and secondary school**. In the 2025–2026 academic year, a total of 115 students are enrolled in the “Japanese Language Teacher” and “Japanese-English Language Teacher” programs.*

Within the framework of this research, the aim was to identify the current implementation status and future development trends of the “Japanese Language Teacher” and “Japanese-English Language Teacher” programs, which are part of the bachelor's-level integrated curriculum “Teacher Education and Foreign Language Education” implemented at MNUE since 2014. Analyzing educational programs plays an important role in their improvement. Therefore, in this study, a survey was conducted among 47 students from the 2nd, 3rd, and 4th years of the Japanese language major regarding the implementation of the program, and the results of the analysis are presented in this paper.

Keywords: *Japanese-English teacher training, implement, curriculum, Mongolian National University of Education, education*

要旨

モンゴル国立教育大学（MNUE）では、現在、学部生約 11,000 名、修士・博士課程に 4,000 名以上の学生が在籍している。同大学では 1998 年に日本語通訳

者養成プログラムが初めて開設された。その後、2007 年からは初等・中等教育の「日本語教師」を養成するための継続的な教育プログラムが実施されている。2025–2026 年度には、「日本語教師」および「日本語・英語教師」養成プログラムに計 115 名の学生が在籍している。

本研究は、2014 年より MNUE で実施されている学士課程の統合カリキュラム「教員養成・外国語教育」の一環である「日本語教師」および「日本語・英語教師」プログラムについて、現在の実施状況と今後の発展動向を明らかにすることを目的とした。教育プログラムの分析は、その改善において重要な役割を果たす。そこで本稿では、日本語専攻の 2、3、4 年生 47 名を対象にプログラムの実施に関するアンケート調査を行い、その分析結果を報告する。

キーワード：日本語・英語教員養成、実施する、カリキュラム、モンゴル国立教育大学、教育

INTRODUCTION

According to the Education Sector Mid-Term Plan for 2021-2030, the Government of Mongolia has implemented several measures to enhance the quality of higher education. The medium-term development plan for higher education aims to develop flexible and advanced research-based higher education that provides equal opportunities to citizens and prepares them to continuously produce knowledge and technology in line with science and economic priorities at the international level. In higher education, policies aim to support and implement improved labor market orientation of programs, research, and development, quality assurance with the elaboration of an accreditation system, development of different types of modalities guided by international common standards, international training programs, and mutual recognition of graduate degrees.

This policy document specifically emphasizes the importance of developing and implementing standards for teacher-training universities, increasing teachers' capacity and competency, enhancing the quality of education at teacher-training universities, and improving the quality of students. These measures are crucial, as the issue of teaching personnel is essential for implementing the tasks outlined in this mid-term plan. As defined in the medium-term development plan, “Without

producing and approving a national qualification framework (NQF) based on the International Standard Classification of Education (ISCED), Mongolia's labor market and its unique characteristics, such as pastoral animal husbandry, complete development of HE programs cannot be realized. As a result of NQF approval, HE training curriculum development will be completed and HEIs can prepare human resources that meet employers' requirements and benefit from employment opportunities in other sectors, based on lifelong learning skills."

The upcoming initiatives aim to address student needs, align education with national scientific and economic priorities, elevate it to international standards, promote equal opportunities through a flexible and open education system, and enhance governance and management in the sector.

The Mongolian National University of Education, a leading teacher training institution in Mongolia, has updated its teacher education approaches, curriculum content, teaching methodologies, learning environment, and program evaluation in line with international standards. Currently, MNUE has approximately 15,000 students, including around 11,000 undergraduate students, and is ranked fourth nationally.

In 1998, MNUE established an undergraduate program in Japanese language translation and began training students in this field. Since 2007, the university has also trained Japanese language teachers. In the 2025–2026 academic year, 115 students are enrolled in the Japanese Language Teaching and Japanese–English Language Teaching programs. The general structure of the curriculum is presented below.

Table 1. The syllabus of the Japanese language teaching program

Subject types	Compulsory subjects		Elective subjects		Total subject	
	Credit	Percent	Credit	Percent	Credit	Percent
General education	21	16.9%	4	3.2%	25	20.2%
Teacher education core courses	12	9.7%	4	3.2%	16	12.9%
Professional core courses	75	60.5%	8	6.5%	83	66.9%
Total mark 120< total credit to be collected for instruction <130	108	87.1%	16	12.9%	124	100%

This is the curriculum for the undergraduate program in Japanese Language Teaching. Students enrolled in this program are required to complete 124 credit hours. The major courses include Japanese grammar, speaking, writing, and listening skills, as well as Japanese language teaching methodology and linguistics,

among others. In the 2025–2026 academic year, 40 students are majoring in this program at MNUE.

Table 2. The syllabus of the Japanese-English language teaching program

Subject types	Compulsory subjects		Elective subjects		Total subject		
	Credit	Percent	Credit	Percent	Credit	Percent	
General education	18	11.9%	4	2.6%	22	14.5%	
Teacher education core courses	12	7.9%	4	2.6%	16	10.5%	
Professional core courses	Japanese	48	31.6%	8	5.2%	56	36.8%
	English	39	25.7%	4	2.6%	43	28.3%
Teaching practicum, graduation	Guided practicum	5	3.3%			5	3.3%
	Teaching practicum	8	5.3%			8	5.3%
	State examination and thesis	2	1.3%			2	1.3%
Total mark 120< total credit to be collected for instruction <130	132	87%	20	13%	152	100%	

The Japanese–English Language Teaching program was introduced in the 2022–2023 academic year. Students enrolled in this program are required to complete 152 credits, including 132 credits of compulsory courses and 20 credits of elective courses. Compared to the Japanese Language Teaching program, this program tends to attract more applicants. The curriculum outlines the knowledge and skills to be acquired, as well as the intended learning outcomes for each course. It also specifies the course content, teaching methodologies, assessment methods, types of examinations, independent assignments, and references.

It has been suggested that the following evaluation criteria should be applied when assessing the planning and development of teacher education programs. For example:

- Evaluating the appropriateness and effectiveness of program organization and implementation
- Conducting satisfaction surveys at all levels
- Assessing the work of accreditation bodies and external evaluation processes
- Evaluating the actual outcomes of the curriculum
- Assessing the suitability of the educational environment for program implementation
- Evaluating the role and effectiveness of computerized management information systems and online environments

- Assessing the suitability of classroom environments for self-directed learning
- Ensuring the availability of appropriate textbooks, instructional materials, and laboratory equipment and tools. ([Tamir, 2016](#))

In evaluating an academic program, various aspects are considered, including student satisfaction surveys, employer evaluations, graduate employment rates, and analyses of curriculum structure and content. In this study, we primarily focused on students' attitudes toward their major, the learning process, the learning environment, and teacher competencies. The program outcomes were analyzed based on these key aspects. To collect student feedback, a 15-question survey was developed, drawing on Battsengel's (2015) research on higher education quality. This study aims to assess the current implementation of the Japanese Language Teacher Program through a student survey. Based on the survey results, it provides recommendations for improving the Japanese Language Teaching and Japanese–English Language Teaching programs, which are part of the undergraduate program “Teacher Education and Foreign Language Education.”

Purpose. This study aims to assess the current implementation of the Japanese Language Teacher Program through a student survey. Based on the survey results, it provides recommendations for improving the Japanese Language Teaching and Japanese–English Language Teaching programs, which are part of the undergraduate program “Teacher Education and Foreign Language Education.”

Research methodology:

Data were collected through a student survey and analyzed using descriptive statistical methods.

The research participants

47 students of the 2nd, 3rd, and 4th grades participated in this survey, including

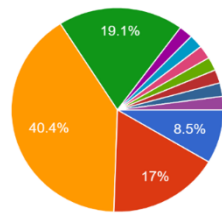
- 22 students studying in the Japanese language teacher's class
- 25 students of the Japanese-English language teacher class participated.

The questionnaire consists of two parts: Part 1 focuses on the choice of profession, while Part 2 addresses questions related to the program's implementation.

1. Questions related to the choice of profession

Why did you choose this profession?

47 responses



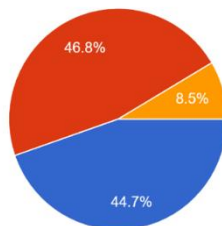
19 students or 40.4% want to study in Japan.
9 students or 19.1% said that family members advised them
8 students or 17% want to become Japanese language teachers
4 students or 8.5% chose to become an English teacher.

-to learn the language
-get an education
-work and live in Japan.

Students answered the question, “Why did you choose this profession?”

- 19 students, or 40.4%, want to study in Japan.
- 9 students, or 19.1%, said that family members advised them
- 8 students, or 17%, want to become Japanese language teachers
- 4 students, or 8.5%, chose to become English teachers. The rest answered that they chose this profession to learn the language, get an education, and work and live in Japan.

Are you satisfied with your current profession?



Yes- 21 students or 44.7%
Neutral- 22 students or 46.8%
No- 4 students or 8.5%

Students answered the question, “Are you satisfied with your current profession?”

- 21 students or 44.7% responded “Yes”
- 22 students, or 46.8%, answered “Neutral”
- 4 students or 8.5% answered “No.”

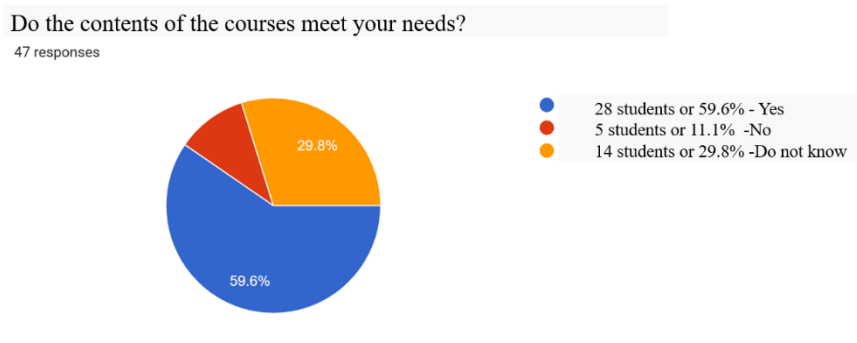
When asked, “Are you satisfied with your current profession?” (21 students) responded “Yes,” while (22 students) responded “Neutral.” Four students selected the option “Dissatisfied.”

of confidence in the profession they have chosen. The responses indicate that although employment opportunities exist for English and Japanese language teachers in Mongolia, relatively few students intend to pursue teaching careers. This may be attributed to the relatively low salaries of secondary school teachers in Mongolia. In addition, many students express a desire to study in Japan after graduation. Therefore, their decision to pursue teaching careers appears to depend on their future goals.

In recent years, the number of students enrolling in the “Japanese Language Teaching” program has declined. This trend may be attributed to the increasing number of private language centers and the growing tendency among young people to perceive language as a skill rather than a profession. In addition, a considerable number of students drop out or change majors due to a lack of interest in becoming teachers.

Various activities are organized to enhance students’ engagement with their profession. Teaching Career Day is held annually at the university. Students enrolled in this program also participate in both long-term and short-term programs at Japanese universities. Asia University, Akita University, Hyogo University of Teacher Education, and Aichi University of Education offer one-year scholarship programs as well as short-term student exchange opportunities for Mongolian students. In addition, students in this program can participate in one-year educational programs, such as Japanese Language and Culture Studies, through scholarships provided by the Government of Japan.

2. Questions related to program implementation



Students answered the question “Do the contents of the courses meet your needs?”

- 28 students, or 59.6%, responded “Yes”.
- 5 students or 11.1% said “No”.
- 14 students or 29.8% answered: “They do not know”.

Are the criteria used by teachers to evaluate students' knowledge appropriate?

47 responses



Students answered the question “Are the criteria used by teachers to evaluate student’s knowledge appropriate?”

- 33 students or 70.2% responded “Yes”
- 10 students or 21.3% said “They don't know”
- 2 students or 4.3% answered “No”.

What is your opinion on the teaching methods used by the instructors?

47 responses



Students answered the question “What is your opinion on the teaching methods used by the instructors?”

- 34 students, or 72.3%, said “It was good.”
- 12 students, or 25.5%, answered that it was average, and there were no answers that said it was bad.

Do the teaching materials and textbooks meet your needs?

47 responses

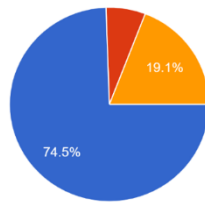


Students answered the question, “Do the teaching materials and textbooks meet your needs? “

- 39 students, or 83%, responded “Yes”
- 5 students or 10.6% said “They don't know”
- 3 students or 6.4% answered “No”.

Do the teachers have high professional knowledge and effective communication skills?

47 responses



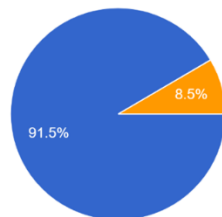
•35 students or 74.5% -Yes
•9 students or 19.1% -They don't know
•3 students or 6.4% -"No".

Students answered the question “Do the teachers have high professional knowledge and effective communication skills?”

- 35 students or 74.5% said “Yes”.
- 9 students or 19.1% responded “They don't know”.
- 3 students or 6.4% answered “No”.

Are the content and methodology of the courses well-defined?

47 responses



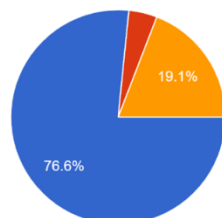
•43 students or 91.5% -Yes
•4 students or 8.5% -Don't know

Students answered the question, “Are the content and methodology of the courses well-defined?”

- 43 students or 91.5% responded “Yes”.
- 4 students or 8.5% said: “They don't know”.
- There was no” answer to this question.

Is modern equipment used in actual classroom teaching?

47 responses



• 36 students or 76.6% -Yes
• 2 students or 4.3% -No
• 9 students or 19.1% -Don't know

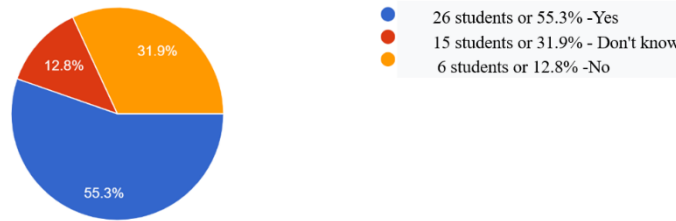
Students answered the question “Is modern equipment used in actual classroom teaching?”

- 36 students, or 76.6%, responded “Yes”.
- 9 students or 19.1% said: “They don't know”.

- 2 students or 4.3% answered “No”.

Do the activities organized by the Student Services Office meet the needs of students?

47 responses

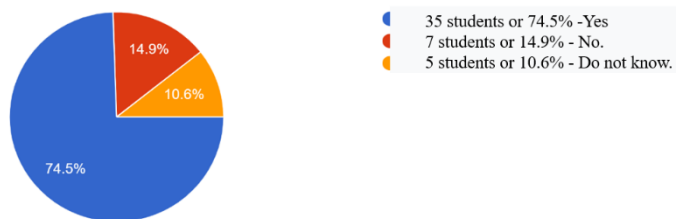


Students answered the question, “Do the activities organized by the Student Services Office meet the needs of students? “

- 26 students, or 55.3%, said “Yes”
- 15 students or 31.9% responded “They don't know”
- 6 students or 12.8% answered “No”.

Are all the courses taught according to plan?

47 responses

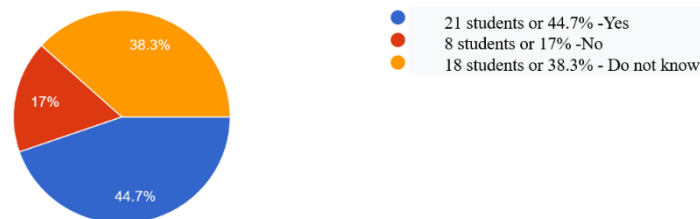


Students answered the question “Are all the courses taught according to plan?”

- 35 students or 74.5% said yes
- 7 students or 14.9% said no.
- 5 students or 10.6% answered that they do not know.

I think my university is reputable among universities in Mongolia.

47 responses

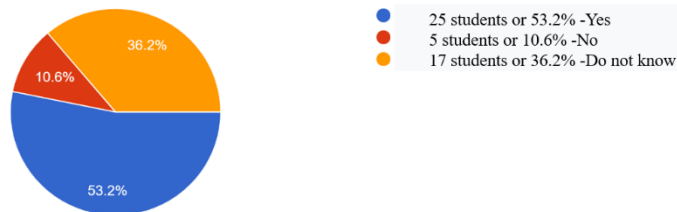


Students answered the question, “I think my university is reputable among universities in Mongolia.”

- 21 students or 44.7% responded “Yes”
- 8 students or 17% said “No”
- 18 students, or 38.3%, answered “They do not know”.

Do course teachers provide high-quality service for students?

47 responses

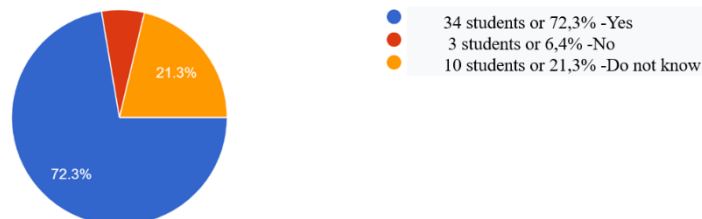


Do course teachers provide high-quality service for students?

- 25 students or 53.2% responded “Yes”.
- 5 students or 10.6% said “No”.
- 17 students or 36.2% answered: “They do not know”.

Do teachers develop students' creativity and autonomy?

47 responses



Students answered the question “Do teachers develop students' creativity through independent activities?”

- 34 students or 72,3% responded “Yes”
- 3 students or 6,4% said “No”.
- 10 students or 21,3% answered: “They do not know”.

Conclusion and Implications.

Based on the responses of the students who participated in the survey, key aspects of the Japanese Language Teacher Training Program—such as course content, teaching methodologies, assessment, teachers’ knowledge and skills, instructional activities, and teaching materials—were evaluated positively. However, certain aspects of the program’s implementation still require further review and improvement to enhance its overall effectiveness.

The most concerning issue is that many students lack interest in pursuing careers in their field after graduation and demonstrate limited confidence and commitment to their chosen profession. The findings also indicate that a significant number of students selected their field of study without a sufficient understanding of it. Consequently, their academic motivation and engagement have declined in recent years. Therefore, it is essential to provide students with detailed information about the value and advantages of the teaching profession, to further investigate the

reasons behind their lack of interest in pursuing a teaching career, and to regularly organize activities that enhance their motivation and engagement in the profession.

Conclusion. Any educational program requires analysis for continuous improvement. Therefore, a total of 47 second- to fourth-year students from the “Japanese Language Teaching” and “Japanese–English Language Teaching” programs were surveyed, and the implementation of the program was analyzed. MNUE has been implementing program reforms, and these efforts are believed to have yielded certain results.

- The number of students majoring in Japanese Language Teaching has been declining annually, while enrollment in the “Japanese–English Language Teaching” program has been increasing. This suggests that the latter program is more aligned with current social needs and demands.

- Although the “Japanese Language Teaching” program has several strengths, further improvements are necessary. More than 20% of the surveyed students indicated their intention to work in their field after graduation. Therefore, it is essential to develop and implement policies aimed at enhancing the value and status of the teaching profession.

- Many students studying Japanese in Mongolia aspire to continue their studies in Japan. Learning foreign languages has become increasingly popular, as most young people tend to view language education as a necessary skill rather than a profession. Therefore, it is essential to adapt to current trends and developments in language education and to approach it from multiple perspectives in order to keep pace with ongoing changes. To further promote Japanese language education, it is important to provide children and young people with information about Japan and its culture.

- It is necessary to expand partnerships with Japanese language teachers at both national and international levels in order to learn from diverse teaching practices and methodologies.

- When updating the educational program, emphasis should be placed on preparing professionals who are capable of competing at both national and international levels through internationally recognized academic programs.

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